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classics have been offered. In some cases the subjects substituted have been excellent in themselves, but have not been appropriate for secondary work; in others a crass pseudo-utilitarian philistinism has ruled the schools; while elsewhere the fads and fancies of misty pedagogical theorists have usurped the precious hours, which, under any rational system of education, would be given to the training of the mind. Children who have been sent to school to work have been taught to play. But there are signs that these things are passing. The cruder output of the schools under the new curriculum has not met with the approbation either of business men or of college professors. The high-school graduate is found to have mused many subjects but to have mastered none, and there has been a reaction in favor of the stricter discipline of the classical courses. In more than one school Greek has come into its own. What has been done in these schools can be done in others, and the difficulty of the task will be enormously decreased if the efforts of individuals are supported by the influence of an Association which, its founders hope, will include every efficient teacher of the classics in the twenty-three central states.

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#### THE CLASSICAL JOURNAL

That the Association must have a journal in order to make it generally effective was evident from the start to those who had studied the situation. Inasmuch as attendance at the meetings can never include a large proportion of the classical teachers in so wide a territory, it is impossible for any organization to stimulate the interest of the teacher, to suggest to him higher ideals, or in any way to help him to make the teaching of Latin and Greek more effective, except through the medium of some publication. The nature of a journal which will carry out the aims of our Association must be determined in large measure by experience. But although no elaborate programme is desirable or possible, the general purpose of the *Classical Journal* can be very simply stated. It is to be a journal for the teacher, both the secondary-school man and the college professor. It will not neglect the practical problems which arise daily in the work of the classroom. Yet it is the belief of the editors that we teachers of the classics in every grade need something more and better than a knowledge of method. To keep in touch with that

research which is constantly throwing new light even on the Latin and Greek classics; to keep the mind alert in work that has so often proved a dry routine; to become more familiar both with the material environment of classical authors and with the social and intellectual influences under which they wrote; to bring the truth and beauty of that past into the life of today—a journal which will help the classical teacher in such aims as these would make the Association a real and vital force.

The general plan with which the *Journal* starts is illustrated by its initial number. For the one or two main articles the editors will seek material that is both scholarly and readable, material that will interest every earnest teacher and stimulate him to his best activity. With this end in view, the subjects will not be limited to grammatical questions or the criticism of a few authors; classical archaeology, ancient history, public and private life, the art of Greece and Rome, will not be outside the sphere proposed. The “Notes and Discussions” will offer to many of our readers an opportunity to help in making the *Journal* effective. Classroom work yields suggestions, even in the case of Caesar and Xenophon, which may deserve general consideration. Nor is there anything more useful than the candid discussion of new theories. The purpose of the “Reports” is more fully stated, under that heading. The practical end of the *Journal* should be most clearly evident in the “Book Reviews.” A prompt and careful review of both textbooks and works of investigation is most helpful to the teacher, yet it is only in the larger colleges and universities that the classical student has had access to any reviews of the literature connected with his work.

The success of the *Journal*, most of all its success in presenting early and satisfactory book reviews, depends on the hearty co-operation of classical students. The response to the requests of the editors at the start has been most encouraging. But while the *Journal* depends on such co-operation, every reader should remember that the editors are themselves responsible only for such selection of material as seems to them best adapted for the ends proposed. Articles, the notes and discussions, and book reviews will be signed, in order that the writer may feel free to express his opinions, and the reader may know whose opinion he is getting.